

VISIT...

LANZAROTE
Caliente.COM

Tutor Teaching Tips

Leaving Home (Y)

MATERIALS

Leveled reader

Graphic organizer

Game cards

Graphic organizer;
Leveled reader

Before Reading 3–5 minutes

BUILD BACKGROUND: Ask: *Have you lived in the same place all of your life? What was it (or would it be) like to move some place new?*

PREVIEW THE BOOK: Show the child the front and back covers of the book, and read the title. Ask: *Who do you think might be leaving home?*

Help the child find one of the words written in bold font in the glossary, for example, *incessantly* on page 4. Explain that he/she can find words in bold in the glossary and check their meanings.

Have the child look at the illustrations in the book and decide whether he/she has any other ideas about who might be leaving home and why after looking at the pictures.

During Reading 10–15 minutes

Ask the child to read pages 4–15 aloud. If the child has difficulty, read the pages together. Then ask the child to read them independently. Have the child work out unfamiliar words by looking at the letters and word parts. Tell the child to think what word makes sense in the sentence. If the child cannot work out the word, tell him/her. Have the child reread the sentence with the word and then continue reading.

After Reading 10–15 minutes

RETELL: Ask the child to retell the part of the story he/she read on pages 4–15. If necessary, prompt by asking: *What else happened?*

GRAPHIC ORGANIZER: Have the child read the first four events on the graphic organizer, one at a time. Ask the child to recall how Desmond acted and what he was thinking during each event. Then have the child check the book to confirm his/her answer and record the answer on the chart. Tell the child to finish the graphic organizer after he/she finishes the book.

CRITICAL THINKING: Ask the child what he/she could do to make a new student feel welcome at his/her school.

VOCABULARY GAME: Remind the child that synonyms are words that have similar meanings, like the words *nervous* and *anxious*. Shuffle the game cards and place them face down on the table. Have the child turn over two cards and read the words. If the words are synonyms and the child recognizes this, he/she gets to keep the cards. If the child doesn't recognize the synonyms or the cards don't make a pair, have the child turn the cards over. It is now your turn.

Home Connection

Have the child finish reading the book at home and complete the last row of the graphic organizer.

Story Event	What Desmond did or said	How Desmond felt or thought
Mr. Tidewell introduces Desmond to the students in his new classroom in an unfamiliar country.		
Mr. Tidewell asks Desmond to tell the class about Jamaica.		
The bell rings for lunch.		
Lori introduces Matt to Desmond.		
Desmond goes home at the end of the day.		

INSTRUCTIONS: Recall how Desmond felt or thought and how he acted for each event. Then check the book to confirm your answer before writing it on the chart.



nervous

popular

confident

curious

calm

best

awkward

shy

anxious

well-liked

capable

odd

quiet

greatest

clumsy

timid